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HISTORY OF EDUCATION IN NEW ENGLAND.

WE propose to commence in this number of our Journal, the history of education and the system of common schools in the different New England states.

The history of the origin and development of a system, is essential to a proper understanding of its present state. It often gives the reason why it is, as it is.

This information is peculiarly valuable to people of other states who are seeking to establish new systems of education, or to reform their old ones. We can not expect to establish any where what we ourselves may consider a perfect system; and in copying from other states, great caution is necessary. A knowledge not only of their history, but of the present condition and circumstances, of their habits and manners, even their prejudices and peculiar modes of thinking, is useful to enable us to judge whether laws which have benefited them, would prove successful in the case of other states or countries.

No system, too, can be expected to be perfect in its com-

mencement. It seems impossible for human ingenuity to frame a law that will not often be misunderstood and construed very differently from the intentions of the maker of it. Besides, in the course of the experience of years, difficulties will be found in the operation of the law that will need to be provided for, and unforeseen contingencies or change of circumstances will suggest amendments. The existing systems of the older states are the results of their experience for many years and have arrived at their present perfection gradually.

If some persons engaged in the cause of education in other states would prepare brief and condensed accounts of the history of their systems and the present condition of education in their several states, upon the plan here adopted, it would make a body of the most valuable information.

We begin with the school system of Maine, because, Mr. Thurston, the late energetic and intelligent Secretary of the Board of Education, has kindly placed at our disposal the history of the legislation of that state on the subject, and an outline of the system as it stood up to May, 1852. During the last session of the Legislature, some important modifications were made in the plan of state supervision, of which we have received no full and reliable information.

HISTORICAL SKETCH OF SCHOOL LEGISLATION IN THE STATE OF MAINE.

THE act of separation between Maine and Massachusetts was passed by the Massachusetts Legislature, in June, 1819. The convention of delegates to form a constitution for Maine, met in October of the same year. The constitution was adopted, and the first legislature met the 31st of May, 1820. At this time the school system of Maine was the same as that of the parent state; and no action was taken on the subject of schools, during this session. At the next session, a general school law was passed,—approved, March 21, 1821.

By this statute, each town in the state was required to raise by a tax on the polls and estates of the citizens, a sum of money, which, in the aggregate would amount to at least forty cents for each inhabitant. This money was to be apportioned among the several school districts in the town, and annually expended for the support of public schools equally free and accessible to all the children between four and twenty-one years of age. Each district was invested with corporate powers to build and repair school-houses, and for some other purposes of minor importance. The towns at their annual meetings, were required to elect a school agent for each district, and a superintending school committee for the town, to consist of not more than seven nor less than three persons. It was made the duty of the agent to employ the teachers, and generally to attend to the prudential concerns of the district. It was made the duty of the superintending committee to examine teachers, to certify to their qualifications, to dismiss incompetent teachers, to determine what text books should be used, and in every way possible to promote the welfare of the schools.

During the year 1821, complaint was made by some districts, because their agents, chosen by the town, did not prove acceptable. To obviate this source of dissatisfaction, the law was so far changed, as to permit each district to choose its own agent, provided the town should so vote at its annual meeting. In the same act, the city of Portland (then a town) was allowed to elect a school committee of any number desired, to dispense with district agent, and require the committee to discharge the duties previously devolving on both class of officers. This act was approved February 6, 1822.

The practical working of the school system for the next two years, disclosed several deficiencies. An attempt was made to supply these, by an act approved February 25, 1825. In the general school law of 1821, it was provided, that the several towns should choose superintending school committees; but no penalty was fixed for the non-performance of that duty. This law also required the committee to visit all the schools, but it did not say how often, or at what particular times. Neither did it give the committee any

authority to expel from school unruly scholars. Some towns neglected to choose committees. Some committees visited the schools too often to suit the parents; others not often enough. In some instances, the schools were much injured by bad scholars, but the committee had no authority to interfere. To obviate these difficulties, the act of 1825 provided, that any town omitting to choose a superintending school committee, should be liable to a fine of not less than \$30, nor more than \$200; that the committee should have power to exclude from school, disobedient pupils; that the district agent should inform the committee when the school was to commence, and how long to continue; that the committee should visit the schools, at least twice during the session, once within three weeks after the commencement, and once within two weeks of the close.

In the act of 1821, it was provided, that the school money raised by the town, should be divided among the several districts in proportion to the number of children between four and twenty-one years of age; but the statute did not state at what particular time in the year the enumeration of the scholars should be made. As the different districts were not uniform in reference to the time of taking the lists of scholars, the act of 1825 fixed the first day of May, as the time for this purpose.

Under the operation of the law of 1821, some disputes arose as to whether any of the money apportioned among the districts could be expended for fuel and incidental repairs on the school-houses. The statute of 1825, permitted ten per cent. of the school money apportioned, to be used for the aforesaid purposes.

In the law of 1821, it was provided, that any district receiving less than \$35 of school money for the year, might expend the whole of it for a school taught by a mistress; and if more than that sum should be received, only one-third part of it should be so applied, and the remaining part be used for a school taught by a master. By the act of 1825, it was left discretionary with the district and school committee, to determine how much of the school money should be applied to each class of schools.

The general school law of 1821, made no provision for collecting school statistics. It was soon found that some basis must be fixed on which to apportion among the several towns any school funds that might accrue for that purpose. The law of 1825, required the selectmen of the several towns to make returns to the secretary of state, once in three years, containing the number of school districts; the number of scholars in each; the number of scholars usually attending school; the length of the schools, and the amount of money expended for the same. By the same act, the secretary of state was required to furnish blank forms for making the returns. The provision in the law requiring returns to be made, was but partially complied with. What were made remained in the office of the secretary of state, and were of but little or no value. An occasion for using the returns in making an apportionment of school money from the state treasurer, did not occur till 1833.

The next law touching public instruction, was approved February 16,

1827. Prior to this time, no provision had been made forming districts out of two or more towns. This act provided for this contingency. It also provided that inhabitants residing on islands or in remote parts of towns, not within the limits of any organized district, might receive their proportion of the school money, and expend it under the direction of the superintending school committee. In the same act, the districts were authorized to instruct their agents at what time the schools should commence. It was further provided in the law of 1827, that where a school should be kept a part of the year by a master and the other part by a mistress, that the district might by themselves, by a committee of their own appointing, or by the school committee of the town, determine what description of scholars should be admitted to each school. This was the first legal provision that looked toward a graded system of schools. Several towns had previously commenced a classification of the scholars and a gradation of their schools; and a misunderstanding in some districts on this subject, gave occasion for the proviso alluded to.

An act approved January 30, 1828, extended to the city of Bath, (then a town,) the same power for school organization, as was given to Portland by the law of 1822. Authority was also given to school committees to fill vacancies in their own board. The same year, an act approved February 23, 1828, directed the land agent to set apart twenty townships of the public land, the sales of which to constitute a permanent state school fund. By the same act, provision was made that certain moneys due the state from the United States, should, when received, be reserved for a school fund.

The only legislation referring to the public schools, from 1828 to 1832, was an act passed in 1830, specifying the manner in which school district meetings should be called.

In 1832, the same power of school organization was granted to Bangor, that had been given to Portland in 1822, and to Bath in 1828. In the same act, it was provided, that Bangor might pay their school committee for services, such sum as might be deemed proper. This was the first instance where any legal provision had been made for paying school committees for their services; and this only in a specific case. For the first ten years of our existence as a state, but very little service was rendered by school committees, and what was performed, was done for the most part by clergymen. By existing laws, the banking corporations in the state were required to pay into the state treasury, one-half of one per cent. semi-annually, on their capital stock invested. An act approved March 4, 1833, required that this bank tax should be reserved for the use of public instruction; and apportioned among the several towns according to the whole number of children between four and twenty-one years of age.

Some difficulty was found in distributing this money, for the want of statistics giving the number of scholars in each town. Hence it was found necessary to make some more definite provision in reference to returns, than what existed in the law of 1825. In the act of 1833, district agents were required under oath to make a correct list of all the children in their respective dis-

tricts, between four and twenty-one years of age, and return the same to the selectmen in the month of December. And the selectmen were required under oath to make the returns specified in the act of 1825, to the secretary of state annually, instead of once in three years, as provided in the original act. It was further provided in this act, that the money furnished by the state, should not relieve the town from raising by tax the amount previously fixed at 40 cents for each inhabitant.

In 1834, all the previous school laws were collected, re-written and enacted in one statute. In this revision a few slight changes were made. The superintending school committee of each town were to consist of not less than three nor more than five; by previous laws it was not less than three nor more than seven. By this statute the committee were required to act under oath, and to make a written report of the state of the schools,—the report to be presented and read at the annual town meeting. It was also provided in this act, that districts, if by vote they should so determine, might admit scholars from other towns and other districts, to the public schools in their own district. It was further provided in this revision, that the other towns in the state might, if they elected by vote at the annual meeting so to do, avail themselves of the mode of school organization granted to Portland in 1822, to Bath in 1828, and to Bangor in 1832.

An act approved March 11, 1835, repealed a clause in the act of 1828. The clause repealed, provided that certain moneys due this state from the United States, should be reserved as a permanent school fund.

An act explanatory of a previous act in relation to school returns, was approved February 13, 1837.

During 1837 and 1838, no little complaint was made about the practical working of our school system. All saw that something was wanting, but no one seemed to know exactly what. Up to this time no use had been made of the school returns, except as a basis on which to apportion the state school fund among the several towns. Some argued that it would be of great service to publish the school statistics and distribute them through the state. In accordance with this feeling, a resolve was approved March 20, 1839, directing the secretary of state to make an abstract of the returns of common schools, with such comparisons and deductions as would be useful, and as could be conveniently made, and transmit a copy to each school district in the state. An abstract was made and distributed for the years 1839, 1840 and 1841. But the tables were so defective, the deductions and comparisons contemplated in the resolve, so meager, that but little benefit was realized; and in January, 1842, the resolve requiring the abstract to be published was repealed.

An act was approved March 16, 1840, providing penalties against disturbing schools.

In 1841, the school laws were revised, and all arranged in one act. In this revision the superintending school committee were required to return the school statistics of the town, to the selectmen, fourteen days prior to the

annual town meeting; and for the first time in the legislation of the state, a general provision was made for remunerating committees for their services. The pay was fixed at one dollar per day,—to be paid from the town treasury. In this revision, the required qualifications of teachers was expressed in terms slightly different from what it had been in previous laws. The language in former statutes, in reference to the literary qualifications of male teachers, was "well qualified to instruct youth in reading, in writing the English language grammatically, and in arithmetic and other branches of learning usually taught in public schools." For female teachers, the language of the law was, "suitably qualified to teach the English language grammatically, and the rudiments of arithmetic." In the revision of 1841, the required qualification for a master was expressed in the same language as before. For a mistress, the language of the law was "suitably qualified to teach the English language grammatically, and the rudiments of arithmetic and writing."

In 1842, an act was approved March 14, defining more definitely the duty of school officers in districts composed of two or more towns. In the same act, power was given to districts having a sufficient number of scholars to require two or more schools to be in operation at the same time, to classify the scholars and grade the schools, either by direct vote of the district, by a committee appointed by the district, or by the superintending school committee of the town. The provision was substantially the same as that in the act of 1829, fifteen years before. In the revision of 1841, this point was omitted, or rather not specifically stated.

During the winter session of 1843, a vigorous effort was made by the friends of education in the legislature, to improve the public schools, by establishing a central or state organization. E. M. Thurston, chairman of the committee on education, on the part of the house, reported a bill to provide for a board of school commissioners, to consist of one from each of the thirteen counties in the state, and to be appointed by the governor and council. The duties of the commissioners were specifically described in the bill.

In the discussion of the measure, it was admitted on all sides, that the school operations of the state were far from being satisfactory; that the money expended did not produce more than half as much good as might reasonably be expected from such an outlay; that the system itself had no recuperative power; that its tendency was downward instead of upward.

The bill was opposed on the ground that the appointment of the commissioners by the executive, would be made a political question, and hence the men best fitted for the office would not be likely to obtain the place; that the expense would be formidable; that the people in the towns and districts could manage their own school matters without any interference by this state machinery.

On the other hand, it was contended that many of the leading defects of the school system resulted from its isolated condition; that there were more than four thousand districts in the state; that each district was a distinct and separate community for school purposes, entirely independent of every other;

that whatever was noble or praiseworthy in the action of one district, was unknown except in its immediate vicinity, and of course without its moral influence on the other districts; that there were more than four hundred and fifty towns and plantations, each as independent of the other as were the districts; that whilst the school committee in each town constituted a distinct tribunal, from whose decision on many points there was no appeal,—that there was no concert of action, no harmony of opinion among the committees from different towns and different parts of the state; that there were nearly seven thousand persons in the state engaged in teaching during some part of the year; that each teacher operated on his own account, influenced by motives and prejudices peculiar to himself; that the inevitable result of this loose and detached arrangement was, that upon all matters of government, discipline, classification and modes of instruction, there were theories infinite and practices infinite, whilst many proceeded without either theory or practice; that the few skillful and experienced teachers scattered about the state, had comparatively no means of making their influence felt beyond their own limited circle of operations; that when a teacher left the vocation his experience was lost to the common cause; that each set of teachers had to commence *de novo*, and learn over again by experience, what has been learned a hundred times before,—making the whole business of instruction a matter of rude empiricism; that this policy in education was as fatal to success, as it would be in agriculture for the farmer to cultivate the soil without any knowledge derived from the practice of his fathers or cotemporaries,—experimenting with the growth of every plant; or in navigation, for the seaman to attempt to encompass the globe with no aid from chart or compass, buoy or lighthouse; or in medicine for the physician, deprived of that storehouse of facts which the experience of two thousand years had collected, to experiment with the life and health of every patient. It was further argued, that success could not be expected till some instrumentality, some means should be employed by which the materials of this chaos could be gathered up and constructed into a system having form and comeliness; that some central organization was essential for that purpose,—an organization which would obviate the evils arising from that unsocial and fragmentary character of the school system,—an organization which would join together the individual parts, and serve as a channel of communication between the several schools,—an organization which would become a common reservoir for the information possessed by the whole, whereby the youngest and most inexperienced teacher could have access to the whole stock of knowledge possessed by the oldest and most experienced,—an organization which would furnish means of comparing state with state, county with county, town with town, school with school, and teacher with teacher, holding up for disapproval every thing wrong, and for approval and emulation every thing noble or praiseworthy.

Such were the points presented on both sides. The measure was thoroughly discussed in the house, and passed by a small majority. The bill was sent to the senate, and that body, without debate, indefinitely postponed the

whole subject. The discussion had on this question in the house of representatives, was pretty generally published by the newspaper press, and gave the first efficient impulse to educational reform in the state.

In 1844, four separate laws touching the public schools were enacted; none of them, however, having any considerable bearing on the general question of public instruction. The first, approved February 29, provided certain school regulations for plantations organized for election purposes only. The second, approved March 6, gave school districts power to erect such number of school-houses as the wants of schools might require. The third, approved March 19, provides that every district might, if the voters should so decide, expend five per cent. of the school money each year for a district library. This was the first legislation in the state bearing on that subject. The fourth, approved March 21, provided that where the town required a district to raise money for certain purposes, the selectmen should appoint a committee, consisting of three inhabitants of the district, to see to the proper expenditure of the money.

During the session of 1844, the general question of a state organization was somewhat discussed, but no definite points presented.

At the session of 1845, Stephen H. Chase, of Fryburg, was a member of the state senate, and chairman of the committee on education. Mr. Chase drew up a lengthy report, and submitted a bill for the consideration of the legislature. The bill provided for school commissioners to be appointed by the governor and council,—to consist of not less than three nor more than five persons. This measure was ably discussed in both branches of the legislature, and finally killed. The discussion took about the same range as it had done two years previous. In the winter of 1846, a state convention of the friends of education was held at Augusta. At this meeting, a committee consisting of Amos Brown, Philip Eastman, A. S. Packard and S. P. Benson, was appointed to memorialize the legislature in behalf of a board of education. The committee presented the memorial at the May session, 1846. At this session, E. M. Thurston, who first introduced the subject in the house, three years previous, was a member of the senate, and by that body made chairman of the committee on education. By him a bill was introduced to establish a board of education, to consist of thirteen members, one from each county. The member from each county to be elected by the superintending school committee of the several towns. The bill was discussed in both branches, and became a law by a large majority.

During this session, an act was approved August 8, 1846, authorizing school districts to borrow money for certain purposes.

In 1847, three school acts were passed. The first, approved June 21, provided for teachers' institutes.

The second specifies the conditions on which children between twelve and fifteen years of age could be employed in factories.

The third, approved July 31, made several provisions in advance of any previous acts. More specific regulations were made for collecting school

statistics. Teachers were required for the first time to keep school registers, and return the same to the school committees on penalty of forfeiting their wages. The school committee, instead of the selectmen, were required to make the school returns to the state department, on penalty of losing pay for services. The qualification required of the teacher was somewhat extended. In previous acts, higher attainments were demanded of male instructors than of females. This statute placed them both on the same basis. This act contemplated, not only moral character and literary attainments, but also capacity to teach and to govern. The language of the law touching the intellectual standard, was "to instruct youth in orthography, reading, writing, English grammar, geography and arithmetic, and such other branches of learning as are usually taught in public schools, and particularly in the school for which such person is examined."

In 1848, three acts were passed in reference to public schools. The first, approved June 27, regulated the time for electing the members of the board of education. The second, approved July 14, provided for apportioning the school fund among unorganized plantations. The third, approved August 7, specified the conditions that should be observed in case of a disagreement in the location of a school-house. None of these acts had any general bearing on the school system.

In 1849, four acts touching public instruction, were passed. The first, approved July 17, made farther provisions for schools in plantations organized for election purposes only. The second, approved August 11, provided for the distribution of the income of the permanent school fund among the several towns and plantations in the state. At this time, the school fund having accrued from the sale of lands set apart for that purpose, by an act of 1828, amounted to about \$100,000, but the income of it had never been distributed. The third, approved August 14, defined the mode of collecting district taxes in certain cases. The fourth, approved August 15, required that the expense of teachers' institutes should be paid out of the common revenues of the state, instead of from the bank tax, as hitherto provided.

In 1850, the school laws were all revised, rewritten and enacted in one code. This statute is the present law on the subject of schools.

SYSTEM OF PUBLIC EDUCATION IN MAINE.

The following outline of the system of public education in Maine, is copied from a Circular of the Secretary (Hon. E. M. Thurston) of the Board of Education for that State. The statistics given are for the school year ending April 1st, 1851.

POPULATION. The whole number of inhabitants in the state is 583,235. All persons between four and twenty-one years of age are legal scholars. Of this class there are 240,000.

GEOGRAPHICAL DIVISIONS. The state is divided into 13 counties—composed of 6 cities, 371 towns and 84 plantations; these are divided into

about 4,500 school districts; besides, about 5,000 inhabitants are scattered along the border settlements, not within the limits of any incorporated town or organized plantation. The powers and duties of cities, towns and plantations, in reference to schools, are similar; with this exception, that it is optional with plantations to raise a school tax or not, as the voters may elect; cities and towns are obliged to do it.

SCHOOL OFFICERS. Each school district has one officer, called the district agent. Each city and town has a superintending school committee, composed of not less than three persons. Any town having as many as 2,000 inhabitants may choose one school officer, instead of a committee of three. This officer is called the town supervisor; and his powers and duties are the same as those of the committee. Each county has one school officer, called the member of the Board of Education. The thirteen county officers constitute the Board of Education. There is one officer for the state, called the Secretary of the Board of Education.

ELECTION OF SCHOOL OFFICERS. The district agents are elected annually by the voters in open town meeting; or by the districts in their separate capacities, when the town so determines. The town supervisor, when it is determined to have such an officer instead of a committee of three, is elected annually by the legal voters of the town. Each member of the superintending school committee holds his office for three years: one goes out of office each year and another is elected in his stead. The members of the Board of Education are elected annually by the superintending school committees, who assemble in their respective counties for that purpose. The Secretary of the Board of Education is elected each year by the Board at its annual meeting.

DUTIES OF SCHOOL OFFICERS. It is the duty of the *district agent* to call district meetings; to see that the school-house is kept in repair; to furnish fuel and utensils for the school; to employ teachers; to return, annually, to the assessors of the town, a list of the scholars in the district; and, generally, to look after the prudential affairs of the school. It is the duty of the *superintending school committee*, to fill vacancies in their own board; to examine teachers and give certificates of qualification; to inspect the schools; to direct the general course of instruction; to determine what text-books shall be used; to furnish destitute scholars with books, at the expense of the town; to discharge incompetent teachers; to expel unruly scholars; to make a written report to the annual town meeting of the condition of the school; and to return, at the close of the year, the school statistics, to the office of the Secretary of State. The committees in each county are required to meet annually in county convention to elect a member of the Board of Education. It is the duty of the *member of the Board of Education* to make the necessary arrangements for the teachers' institute in his county, and take charge of the same; to discharge such general duties as will best promote the cause of education; to attend the annual meeting of the Board and make a report to that body. It is the duty of the *Board of Education*, in its associate capacity, to elect their Secretary, and make an annual report to the Governor

and Council. It is the duty of the *Secretary* of the Board of Education to attend all the county conventions of school committees; to visit all the teachers' institutes; to give public lectures; to collect and disseminate information on topics pertaining to education; to make out a report of the school operations for the year, and to discharge such other general and specific duties as the legislature may direct. The town may, at its annual meeting, invest the superintending school committee with the duties and powers belonging to school agents, and dispense with district agents.

COMPENSATION OF SCHOOL OFFICERS. The school agent receives from the funds of the district a reasonable compensation for his services. Each member of the superintending school committee receives from the town treasury one dollar per day for his services. Each member of the Board of Education receives from the state treasury one dollar per day for services and ten cents per mile for travel. The time spent in the discharge of his duties not to exceed thirty days in the year. The *Secretary* of the Board of Education receives from the state treasury one thousand dollars per annum; out of which he has to pay his traveling expenses, postage, stationery and clerk hire.

SCHOOL MONEYS. Each town in the state is required to raise, by an assessment on the property of the town, a school tax equal to forty cents for each inhabitant. The citizens by vote can exceed this minimum to any extent they choose. The minimum school tax—forty cents on each inhabitant—is ninety-seven cents for each scholar of the school age. For the school year ending April 1st, 1851, the school tax raised considerably exceeded the minimum. The whole amount raised was \$274,000,—equal to forty-seven cents for each inhabitant, or \$1.15 for each scholar. The whole amount of school tax raised in the state averages two mills and seven-tenths of a mill on each dollar of the state valuation.* The school tax raised by each town must be divided among the several districts in proportion to the number of scholars between four and twenty-one years of age; provided the excess raised above the minimum can be apportioned as the town may determine.

SCHOOL FUNDS. The permanent state school fund is \$104,255. It has

* The valuation is intended to be a fair cash value of all the real estate and personal property. For town purposes, it is taken on the first day of May in each year, by the assessors of the town. For state purposes, the valuation of the several towns is adjusted and equalized as often as may be deemed necessary,—recently once in five years. When the valuation is to be adjusted for the state, the legislature require a copy of the town valuation for the preceeding year to be sent to the office of the secretary of state. The whole matter is then revised and equalized by a committee and sanctioned by the legislature. In addition to the valuation of property, there are what are called the ratable polls. Each male citizen over twenty-one years of age, goes into the list as a fixed sum, varying at different times, generally not exceeding one hundred dollars per man. All taxes are levied on the valuation and ratable poll of each individual.

accrued from the sale of public lands appropriated for school purposes. This fund is constantly increasing, and will probably amount to more than \$200,000, when the land is all disposed of.

The banking corporations in the state are required to pay into the state treasury, one-half of one per cent, semi-annually, on their capital stock. This amounts to about \$30,000 per annum. Six per cent interest on the permanent state school fund, together with the bank tax, is distributed annually, among the several cities, towns and plantations, in proportion to the number of scholars between four and twenty-one years of age.

In addition to the permanent state school fund and the bank tax, there are some local school funds belonging to the several towns. The annual income of these funds, in the aggregate, amounts to about \$12,000.* The income of the school funds, both general and local, when added to the school tax, amounts to fifty-five cents for each inhabitant, or to \$1.34 for each scholar. This applies to the public free schools for the year ending April 1st, 1851.

The money raised and apportioned, as above stated, is expended for teachers' wages and board, and for fuel and incidental repairs—the repairs not to exceed one-tenth part of the money apportioned to the district. The money expended for building new school-houses and remodeling old ones, is

***RESERVATIONS.** The commonwealth of Massachusetts, by a resolve approved July 9, 1784, directed the committee for the sale of eastern lands, to reserve, in each township conveyed, two hundred acres for the use of the ministry; two hundred acres for the first settled minister; two hundred and eighty acres for the grammar school; and two hundred acres for the future appropriation of the general court.

By a resolve approved March 26, 1788, the previous resolve was so far modified as to require a reservation of four lots of three hundred and twenty acres each, in every township six miles square thereafter conveyed; one lot for the first settled minister, one for the ministry, one for the use of schools, and one for the future appropriation of the general court. This resolve continued in force till the separation of Maine from the parent state, when its provisions, except the reservation of a lot for the future appropriation of the general court were incorporated into the articles of separation, and became applicable to all grants and sales of land made by Massachusetts or Maine.

The present practice of Maine is to reserve one thousand acres in each township sold, for the use of schools. When a township becomes settled, the proceeds from the reserved lands form a school fund for the town. The selectmen, town clerk, and town treasurer, constitute a board of trustees to manage it. The income of this fund, is annually appropriated for the benefit of the public schools. About one-half of the towns in the state have a school fund from this source, some more and some less. The aggregate income of all these local funds, is about \$12,000 per annum. Most of the townships in York, Cumberland, Lincoln, Kennebec and Waldo counties, had been conveyed before the original resolve was passed. Hence there are but few local school funds in those counties.

raised by a specific tax assessed on the property of the district for that purpose.

A school district can raise any amount of money the voters may elect, for building or repairing school-houses; or for purchasing a library and apparatus; but a district cannot assess a tax for supporting a school, without a special grant from the legislature for that purpose.

In case a disagreement occurs in a district, respecting the amount of money to be raised for any given object, or in reference to the location of a school-house, an appeal to the town can be taken.

QUALIFICATION OF TEACHERS. The public school teacher must sustain a good moral character; must possess a temper and disposition suitable for a teacher of youth; must have a capacity for the government and discipline of a school; must be qualified to instruct in reading, spelling, writing, English grammar, geography, history and arithmetic, and such other branches of learning as are usually taught in the public schools, and particularly in those branches required in the school for which application is made. The teacher is required to keep a register embracing all the essential statistics of the school, and return it to the superintending school committee, before he is entitled to pay for his services.

PENALTIES AND FORFEITURES. Should any town neglect to raise and expend for schools the amount of money required by law; such town forfeits a sum, not less than twice nor more than four times the sum of such deficiency. Should any town neglect to choose a superintending school committee; such town forfeits not less than \$30 nor more than \$200. Should the superintending school committee of any town neglect to make the school report and returns, as required by law, such committee forfeits all claims for services, and the town receives no part of the state school fund. Should a teacher instruct a public school without having the legal credentials, he forfeits all claims for services; and is liable for each day he teaches, to pay a fine equal to his stipulated daily wages. Should scholars persist in disobedience, they can be expelled by order of the superintending school committee. Should they play truant, they can be sent to the State Reform School.

TEACHERS' INSTITUTES. A teachers' institute is held annually, in each county, for a period of ten days. The sum of \$200, for each institute, is paid from the state treasury to defray the expense of instruction and incidental charges. Fifty-two institutes have been held in the state. The average number of teachers at each, has been one hundred and forty-seven.

NUMBER OF TEACHERS. The whole number of teachers engaged in teaching public schools during any part of the year, was 7,000. Of these, 2,858 were males, and 4,142 females.

TEACHERS' WAGES. The average price paid to male teachers, per month, not including board, was \$16.66; and to females, \$1.48 per week.

LENGTH OF SCHOOLS. The average length of schools for the year, was eighteen weeks and eight-tenths of a week—allowing five and a half days to the week.

ATTENDANCE.		The whole number of scholars attending the summer schools, was	129,000
		The average " " " "	95,000
		The whole number of scholars attending the winter schools, was	157,000
		The average " " " "	121,000
		The mean average attendance on the summer and winter schools, was	108,000
		The ratio of the mean average attendance to the whole number of children between 4 and 21 years of age, was forty-five hundredths,	.45

GRADATION OF SCHOOLS. Portland, Bangor, Bath, Augusta, Saco, Biddeford, Gardiner, Hallowell, Eastport and Calais, have their public schools very well graded. There is a good degree of interest on the subject at the present time, and many of the larger villages are beginning to move in the matter.

SCHOOL DISTRICT LIBRARIES.* There are only eleven in the state, containing in the aggregate about four hundred volumes.

PRIVATE SCHOOLS, ACADEMIES AND COLLEGES. What has been said thus far, appertains to the public free schools. A large amount of money is annually expended for another class of instruction, such as is given in select schools, academies and colleges. About \$30,000 per annum are paid for select schools, or, as they are sometimes called, private schools. About 3,000 scholars are in attendance a greater or less part of the time. These schools are supported by a per capita charge on the pupils. For the most part they are temporary organizations—having no permanent fixtures. They are frequently taught during the spring and fall months when the public schools are not in operation.

There are 64 incorporated academies in the state. The average length of term time is 37.5 weeks per annum. The average price of tuition paid by each pupil is thirty cents per week. The whole number of students in attendance is 3,678. The aggregate amount of tuition is \$41,498. Most of these schools have been endowed in part by the state and in part by private munificence. More than half a million acres of land, and \$20,800 in money, have been granted by the state: and \$80,647 by individuals. Six per cent. interest on the sum furnished by the state, amounts to \$12,648; and on the sum furnished by private subscription, to \$4,838. This interest, divided by the aggregate number of weeks that instruction is given, would allow twelve cents and seven mills to each student per week:—this, added to the tuition paid by the pupil, makes forty-two cents and seven mills, as the expense of instruction per week. Of this sum, thirty cents comes from the

* Towns are allowed to spend five per cent. of the school money for district libraries.

scholar, nine cents and two mills from the state, and three cents and five mills from private munificence.

There are two colleges in the state. The average number of students attending both is 210. Instruction is given during 39 weeks in the year. The average number of graduates, for the last ten years, has been 46 per annum. The colleges have received nine townships of land and \$47,500 in money, from the state. The present value of property belonging to the college corporations, is \$206,500. The interest on college property, added to the tuition paid by the students, amounts to \$17,480 per annum. The expense for instruction is about \$2.00 per week for each pupil. About one-third of this comes from the student, one-third from the state, and one-third from private munificence.

There is one medical school. It has received from the state \$15,510. The students pay the tuition usually required at similar institutions. The average number of graduates for the last ten years has been 17 per annum.

There is one theological school in the state, under the direction of the Congregationalists. The funds belonging to the institution, consist of real estate, valued at \$32,945; and personal property amounting to \$8,300. The funds have been contributed by individuals. Forty weeks per annum is the length of term time. The number of students is about 40. The tuition is free.